

Leavelle McCampbell Middle School
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Aiken County Public School District

Application for 2022 Riley Award

Leavelle McCampbell Middle School SIC Summary

The Leavelle McCampbell Middle School (LMMS) SIC is one that developed supports, and grows the school's vision to live, lead, and leave a legacy. Although LMMS is in a four-year old building, the school is 100 years old. The history of LMMS is an integral part of the spirit of the school and community. SIC is dedicated and deeply rooted in honoring the past while helping to envision the future for our students. We are a Title 1 school with 65% students receiving free/reduced lunch, 17% students with disabilities, 32% African American, 48% White, 13% Hispanic/MLL and 7% Other.

In the Winter of 2020, our SIC collected data through surveys from students, parents, teachers, and community members. The council met in a retreat off campus to examine the over 500 responses to identify common threads and themes to give feedback on suggested beliefs, vision, and mission. SIC also helped during an unprecedented time to help ensure our stakeholders were communicated with as clearly and succinctly as possible during a hybrid attendance model. From their feedback, teachers developed one-sheets per grade level to communicate in one format to parents along with instituting a LEADS folder for students, parents, and teachers to have two-way communication. The LMMS SIC made significant and long-lasting changes to the culture, academics, and leadership of the school through solidifying a commitment from the district of \$138,000 to become a Leader in Me school and a Federal Programs \$598,000 grant for a free afterschool program. School Renewal Plan goals were developed that support the three areas of culture, academics, and leadership. A corresponding Action Team framework was developed which aligns with these three areas. Teachers serve on at least one Action Team and work towards practical implementation of activities that support our schoolwide goals.

2020-2021 SIC Goals

The SIC goals for the 2020-2021 school year were based on student and parent needs from data on our SREB survey, parent surveys, and the staff self-assessment of the Lighthouse rubric. Our core beliefs are an integral part of our goal development. At LMMS, we believe:

1. Everyone is a leader.
2. Everyone has access to a safe and positive learning environment.
3. Everyone is empowered to pursue personalized learning.
4. Everyone is actively engaged in the school and community.

Goal Area 1: Teacher/Administrator Quality

ISSUE/OPPORTUNITY: To foster a sense of student ownership within each student to succeed academically and to demonstrate positive character along with empowering all stakeholders to be leaders through collective leadership. (Live the Legacy).

ACTION STEPS: To incorporate the habits necessary for students to be successful the school became a Leader in Me school initiated by the SIC with a letter of support to the superintendent.

The district agreed to fund the first two years of implementation with professional development starting in Fall 2020. To grow student leadership, teacher leadership was a critical precursor. The faculty joined the SC Department of Education Collective Leadership Initiative (CLI) and received Leader in Me Core training to prepare for implementation of a school-wide focus on the 7 habits of highly effective people. These trainings specifically taught how to identify a problem of practice or wildly important goal, implement strategies, progress monitor, action plan, and take agency to achieve the goals collectively.

RESULTS: On the 2021 SREB survey 97% of staff agreed or strongly agreed they believed they could work as a team to improve student achievement. 93.5% of teachers believe administrators encourage teachers to try out innovative instructional strategies. 93.5% of teachers believe administrators are involved in working with teachers to improve curriculum and instructional practices. LMMS scored higher than all others like them in cohort 3 of the SCDE CLI in all areas. Some highlights on the SCDE CLI survey in February 2021 are 98% of our teachers feel like teacher leaders. 88% believe collectively, the teachers and administrators at the school can solve most any problem, no matter how difficult, 91% believe they can work well with administration, and 89% are satisfied with their job.

Goal Area 2: Academics

ISSUE/OPPORTUNITY: In our 2020 SREB student survey students said they were not excited or connected to what they learned. SIC formed a focus group of students to gather input on this area. Students shared with SIC they wanted more personalization and needed more support. Parent members of SIC also expressed the difficulty in supporting their children in a hybrid format with two days of instruction face-to-face. The SIC helped to develop a school renewal plan goal to *personalize learning by tailoring the instructional environment – what, when, how, and where students learn – to address the individual needs, skills, and interests of each student.* With personalized learning and collective leadership in place, a school-wide goal was set for students to be 70% at or above grade level on Reading Inventory by the Spring of 2021 or meeting their growth target.

ACTION STEPS: SIC recommended due to their own experiences, data on the SREB survey, and focus group input that students have a LEADS (Learn Empower Achieve Develop Serve) folder. In October 2020, LMMS purchased a folder for every student and strategically implemented a LEADS folder for students to take home and bring back to school daily. A one-sheeter with all grade level work for hybrid was created per grade level, printed, and sent home weekly. During first period advisory, a student leader checked returned work. We also instituted leadership notebooks with students tracking their missing assignments, iReady minutes, discipline, and attendance to earn a weekly celebration for students to connect effort to effect. Our school has had a specific focus on student engagement due to the SRP goal. To increase student engagement, 100% of our teachers and administrators participated in the SC Department of Education personalized learning cohort starting in October 2020. We also administered three progress monitoring surveys related to engagement to students to determine if what we were implementing was effective.

Our SIC recognized the need for more support for students in the Spring of 2020 and advised the school on the need for free after school tutoring. With a SIC community member who is also a USCA professor, the school embarked on writing a 21st Century afterschool (LEADS) grant. This \$598,000 grant was awarded in August of 2020 to begin in January 2021. Project LEADS provides students with free after school tutoring and enrichment with a Leader in Me focus. The school has a Memorandum of Agreement (MOA) with USCA to hire USCA education students as mentors in the after-school program to not only support the current LMMS students but to grow teacher leadership in the area and retain teachers in the ACPSD.

RESULTS: With clear communication, high expectations, support, and a strategic way to communicate with parents, Leavelle McCannibell Middle School exceeded its student achievement goal for 70% of students to meet their targeted growth or be on grade level for Reading Inventory. By Winter of 2020, 76% of students met their goals or met their target growth on Reading Inventory. By the Spring of 2021, the percentage of LMMS students at met or exceeding in ELA increased by 4% on SCREADY. On the 2020 SREB survey, 46.9% of students said their classes were exciting. In 2021 56.4% of students said their classes were exciting. According to our student engagement progress monitoring survey in Winter 2020, 90.7% of students believed teachers and adults at their school treat all students fairly and 91.6% said they understand how the activities they do relate to what they are learning. 81.3% of parents on the SCDE student engagement survey were satisfied with the social and physical environment of the school compared to 77.8% in 2019.

We exceeded our school behavioral goal to decrease the number of behavior incidents for refusal to obey, disrupting class, and hit/kick/push by 30%, refusal to obey by 48%, disrupting class down by 74%, hit/kick/push down by 59%, total referrals were down by 61%, and total number of student behavior interventions were up by 59% prior to pandemic in Spring 2020. With students' engagement increasing and weekly celebrations, discipline referrals decreased.

Goal Area 3: School Climate-Leadership

ISSUE/OPPORTUNITY: Students find their voice through service learning and collective leadership to increase student leadership roles. (Leave the Legacy)

ACTIONS: We developed over 22 community partnerships to co-sponsor leadership clubs for every student. Examples include: First Tee, Youth in Government, Builders Club, Interact, Junioresettes, FOTAS, and United Way.

RESULTS: Students contributed over 1500 hours in community service during the pandemic. Some of the projects they participated in were cleaning up the school grounds, making blankets for premature babies, collecting dog food donations, ACTS food distribution for families, PB & J for food pantry, notes of encouragement to staff, treat bags for local shut ins, and gifts to veterans.

X Robert A. Wise SIC Chair

December 1, 2021

Dr. Tiffany Hall, Principal
1120 Weldon Way
Graniteville, SC 29829

Dear SIC Award Committee,

As I entered LMMS in 2019 as a first year principal, if you would have told me schools would completely shut down, turn to paper packets, have some students learning virtually, move to a hybrid model, and then back to a traditional schedule I would not have believed it. What is even more unbelievable than the temporary shut down of schools is LMMS SIC's spirit of resilience and tenacity to continue the work of school improvement.

They analyzed SREB data to determine the school needed to focus on student engagement. They listened to parent, community, student, and alumni feedback that an important part of what has made the 100 year old school tick has always been "good, hard working" people who have the life skills to be successful. They formed student focus groups to find out from students how we could improve engagement levels and identify the support they needed. They collected over 500 surveys and analyzed them to develop a new vision statement to "live, lead, and leave a legacy." Knowing the importance of building good character they signed a letter of support to begin the Leader in Me mindset at LMMS. They solidified a \$138,000 commitment from the district for two years. A 21st century grant partnership developed from the SIC with USCA and the school for after school tutoring and enrichment.

The group shared their own input that students needed more organizational skills especially during remote learning. The idea of a "one-sheeter" per grade level to send home weekly for parents to quickly identify what their child needed to do during remote came from SIC members.

Ultimately, they helped to make tremendous change from creating a leadership culture, reducing discipline by 60%, increasing student engagement on SREB by 10%, increasing SCREADY ELA scores by 4%, and creating a climate of collective leadership.

LMMS's SIC embodies the vision statement to "live, lead, and leave a legacy." They live the legacy through the 7 habits, lead the legacy with innovation, and leave the legacy through helping our faculty/staff, community, and students find their voices. I highly recommend LMMS's SIC for the Riley Award.

Sincerely,



Dr. Tiffany Hall

To Whom It May Concern,

I would like to take the time to write this letter on behalf of Leavelle McCampbell Middle School. As a PTO board member, I would like to nominate Leavelle McCampbell Middle School's SIC Committee for the Dick and Tunky Riley Award. Leavelle's Student Improvement Council leads with confidence, exemplifies the drive for success in all students, and works tirelessly to ensure the quality of education for Leavelle's students.

At Leavelle, the SIC Committee strives for improvement for the students and their education not only within the walls of the middle school, but also in the community, educating students on involvement opportunities. The SIC committee works hard to make sure all students have the resources they need to make all Leavelle students successful. Last year, Leavelle received a donation of \$4500 for the backpack program, secured a 21st Century school grant in the amount of \$598,000 for student tutoring and Leader in Me enrichment opportunities, and worked with the community for opportunities for growth at Leavelle McCampbell Middle School for the students and for education enrichment opportunities. With this active SIC Committee, these things were possible for the students and I know they worked hard to obtain these donations. As a parent and active member of the LMMS PTO, I am grateful that the SIC Committee has been able to provide these things for our students at Leavelle. These types of efforts show the dedication this committee has for the students, as well as leaves a comfort to parents, knowing their children's future, and that the student's personal and educational growth are first and foremost for this committee.

Putting grants in place for students at Leavelle, has allowed each student the opportunity to be the best they can be, and builds the confidence students need in middle school. The SIC Committee also worked with community partners to create opportunities for student rewards, as they progress and improve in their personal growth goals in education. As a parent, seeing your child excited to succeed so they can participate in activities that celebrate education growth and goals that they set for themselves, is rewarding to see and aligns with the goals parents also have for their children. Knowing the LMMS SIC Committee, administrators, teachers, and other staff have the will and drive to build confidence in students for their education, makes it much easier to work with the school and committees for student improvement as a parent that has the same goals of success for our children. Leavelle started the Leader in Me program for all students and seeing the difference it is making in the students lives, teaching them life skills exemplifies great leadership and should be rewarded.

The quality of education that is provided at Leavelle McCampbell Middle School, due to the SIC Committee's efforts for improvement for students has made the environment of the school a great one for students. Seeing reports of growth with test scores, student interactions, leadership skills the students are obtaining and having great support is one among many reasons the Leavelle SIC Committee deserves this nomination for the Dick and Tunky Riley Award. Seeing growth percentages going up and students showing excitement for their educational growth and meeting their personal goals, allows parents the confidence in Leavelle to lead their children for the future. Having one of my children already go through Leavelle, and another one of my children currently at Leavelle, I know they have and are getting the best education possible, learning and building life skills with the 7 Habits, building confidence within themselves to be the best they can be and also having the SIC Committee support to build for their future and improve their education opportunities and resources, I couldn't be prouder of this committee and school.

The Leavelle McCampbell SIC Committee is very deserving for the nomination for the Dick and Tunky Riley Award as a school and committee of excellence. The improvements this committee has made within the school, alongside the administration, teachers, and staff, are phenomenal. I couldn't be prouder of this school and the values they stand for. This committee, representing the staff at Leavelle, the students, the community it involves making it all happen, and the parents is more than deserving of this award. I am thankful each and every day for the hard work they have done in the past, continue to do in the present and all of the ideas and work they are putting forth for the future.

Please accept this letter of nomination on my behalf.

Sincerely,

 11/24/21

Kim Waters

Parent

LMMS PTO Board Officer

November 19, 2021

To whom it may concern:

My name is Stefany Gonzalez. I am an eighth grader at Leavelle McCampbell Middle School. And it's an honor to be a student at such a wonderful school.

Through the previous years at Leavelle they have done an amazing job with all the challenges that have accrued. The school staff members always give their all and proved to be the best.

They give all the students all the resources they need by the following things listed.

At Leavelle school to home relationships are kept constant to ensure that families are aware of the healthy food choices at our school. Students have multiple healthy foods they can choose from.

To ensure that all the students at Leavelle are safe and secure families are constantly informed by our school by sending out papers with all the information we the students do that month and any other information if you need to contact the school. For the safety at our school with the community at LMMS we do safety drills in practice those drills so we will be prepared for anything that comes our way and if anything, bad happens we will know how to act fast. We are secure at Leavelle because we have surveillance cameras all around our school just in case of an accident, we also have an amazing officer that looks out for the students and walks around the hallways to see if everything is normal.

Have the students engage at Leavelle so many fun activities at our school such as labs, hands on projects to become bright students. Some activities we do is for leadership, so we can become a leader and not a follower. We have clubs that show leadership and you are also being proactive in those clubs are such as yearbook, lighthouse in safety patrol and many more.

There is multiple teachers you can trust and counselors if you need to talk about something private or something that is bothering you. By having one on one talks with the student and a counselor or a trusted adult can make the student feel better and feel relief. At Leavelle teachers make students feel that they are always there for them if they need someone there for them. the staff at my school always check up on the students to see how they are feeling and always ask how their day was and their weekend. If our teachers aren't available when a student wants to talk, we always have these amazing counselors that are willing to talk to the students and listen to them.

Our school maintains high-standards for all. By having weekly celebrations that students must earn, students are encouraged to do well in school and be on their best behavior. And to treat their self with respect and others. Us the students have access to foreign languages such as Spanish 1 which I myself am taking and it is a great experience.

Leavelle is such a great and a wonderful school to attend I would not change to any other school that isn't Leavelle. It is one of a kind seriously coming from the bottom of my heart and all the teachers and the principal are such great people.

It was a pleasure to write this letter to represent my school.

Sincerely,

Stefany Gonzalez

Stefany Gonzalez

LMMS Level Two One Page Narrative of Progress

The LMMS SIC has helped the school to make tremendous strides in improvement over the last two and a half years. The first step was to build a positive culture at the school. In the 2020 school year, the SIC advocated to become a Leader in Me school after soliciting the input of parents, teachers, and alumni sharing they wanted to ensure good citizens were being produced at the school. The team signed a letter of support for Leader in Me (LiM) to ensure all students would be exposed to habits that would make them more effective, develop leadership portfolios, participate in student-led conferences and community service activities. The district supported the initiative making a commitment of \$138,000 for implementation. With a LiM mindset the school discipline was reduced by 60%.

During the pandemic, our SIC suggested that we create a LEADS folder to communicate expectations to parents in a routinely, organized fashion. The folder is used for two-way communication between the school and parents. In a hybrid format with remote learning, the SIC suggested a one sheet of assignment per grade level be created. The teachers jumped on board and weekly sent home all assignments on one recognizable form in the LEADS folder. Our SIC was also instrumental in LMMS receiving a 21st Century grant (approximately \$600,000 over 4 years) for afterschool enrichment activities and tutoring through our LEADS program for approximately 80 students. They now serve as our Advisory Committee for this program. Part of this grant is our USCA partnership where LMMS hires college students majoring in Education to work in the afterschool program. Dr. McMurtrie (Education professor) serves on our SIC, and Dr. Leverette, Dean of Arts and Sciences serves on our EEE (Education, Enlistment, Employment) committee to help us prepare our students for one of the three pathways.

The SIC in the winter of 2021 reviewed over 500 responses from students, parents, faculty/staff, and parents at a retreat which culminated in the development of a new vision statement "living, leading, and leaving a legacy." SIC is instrumental in the living-gaining support and initiating the 7 habits as a culture at the school. Leading the legacy through innovation like instituting the 21st century program with 3-D printers, culinary, and much more. Finally, we leave the legacy through community service. The SIC each year disaggregates data from parent, teacher, and student surveys to offer input in the development of the school's three school renewal goals regarding academics, culture, and leadership.

In December 2022, LMMS SIC again reviewed Measured Results Assessment (MRA) data to determine that although students enjoy school, they do not feel like they are contributing to the school which directly relates to belongingness. The team determined a mentor program with 8th graders mentoring 6th graders and a transition camp would help ensure all students have someone they feel connected to in the student body. Three individuals are being trained on Where Everyone Belongs (WEB). SIC also felt there needed to be a way for students to feel like they were working together to contribute to the school. Step one was to ensure all students had access to learn independently to live the 7 habits and goal set. Now LMMS wants students to synergize. The principal shared this concept with departments and grade levels. The staff has committed to reorganize under houses to ensure students develop a sense of togetherness and belonging while in middle school for 2022-2023.

In March 2022, the SIC will meet again for a retreat to map out the School Renewal Plan (SRP) goals for 2022-2023 using parent, student, and teacher MRA, Collective Leadership Initiative (CLI), and iReady data to outline once again the three SRP goals along with adding input for Title I. Our SIC is an integral part of all we undertake at LMMS to create enriching experiences for all students in academics, citizenship, and service.